

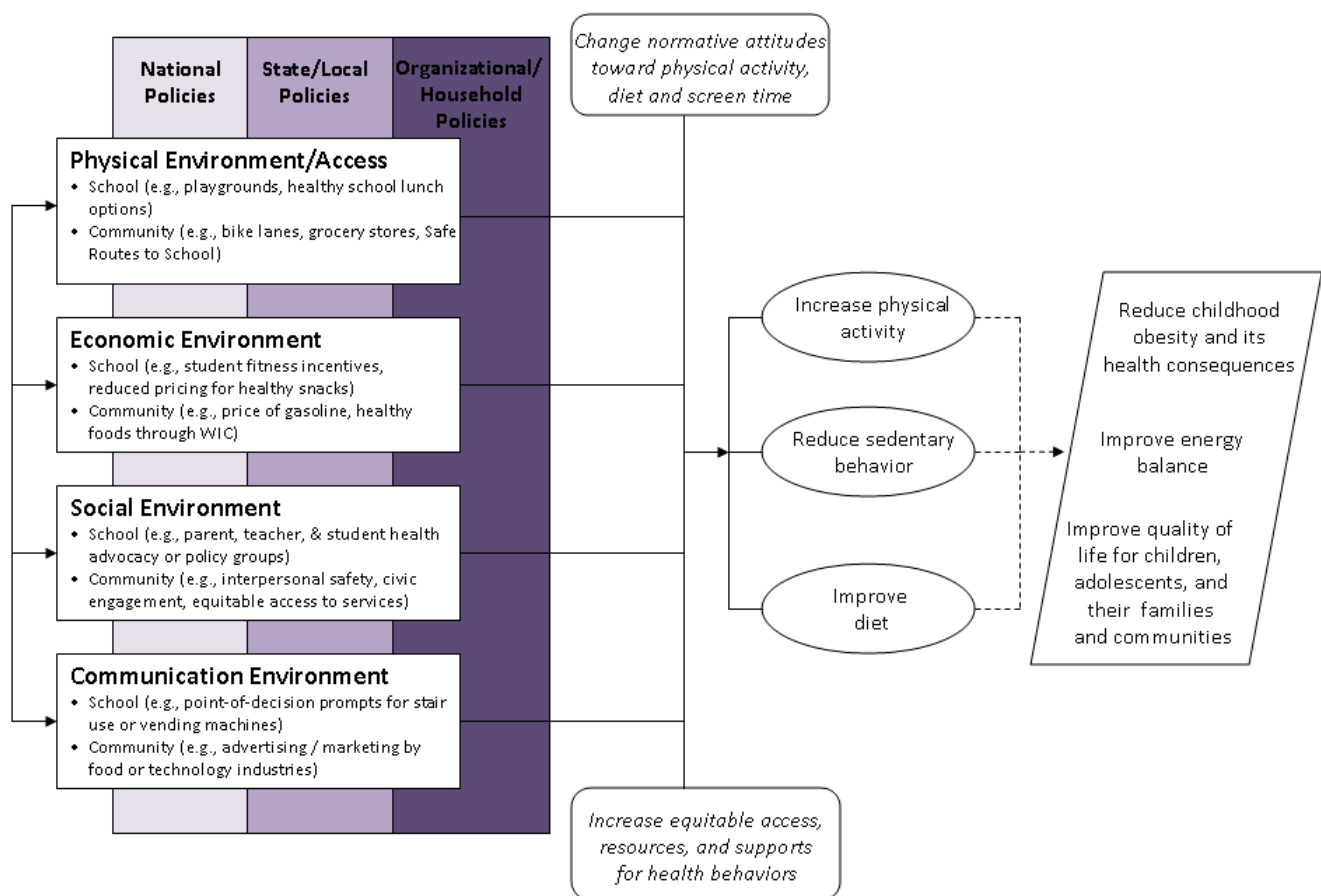
Childhood Obesity Policy Research and Practice

Evidence for Policy and Environmental Strategies

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Appendix A

Conceptual framework to identify policy and environmental strategies



Preprinted with permission from Brennan L, Castro S, Brownson RC, Claus J, Orleans CT. Accelerating evidence reviews and broadening evidence standards to identify effective, promising, and emerging policy and environmental strategies for prevention of childhood obesity. *Annu Rev Public Health* 2011;32:199-223.

Appendix B

The 24 intervention strategy descriptions

Menu labeling: Nutrition information provided at the point of purchase for foods/ beverages obtained in food retail settings (e.g., fast food/ other restaurants, school cafeterias, street kiosks).

School food and beverage policies: Nutrition standards to limit access to unhealthy foods/ beverages or increase access to healthy foods/ beverages (e.g., meals, snacks, vending).

Provision of free or subscription fruits & vegetables at school: Distribution of fruits and vegetables to students for free or for a small paid subscription (e.g., lunch, breaks, class).

Provision of free drinking water at school: Increased access to fresh, potable water in schools to reduce sugar sweetened beverage consumption of students.

Childcare food/beverage policies: Nutrition standards to limit access to unhealthy foods/ beverages or increase access to healthier choices in pre-school, daycare, and after-school.

Food pricing (schools & community): Changing food prices to increase sale and consumption of healthy foods/ beverages and to reduce sale and consumption of unhealthy choices.

Neighborhood availability of restaurants: New/redeveloped restaurants to increase access, sale, and consumption of healthy foods/ beverages and reduce unhealthy choices.

Neighborhood availability of food stores: New/redeveloped food stores to increase access, sale, and consumption of healthy foods/ beverages and reduce unhealthy choices.

Neighborhood availability of food stores + restaurants: New/redeveloped restaurants and food stores (see previous).

School & community gardens/greenhouses: Increased access to gardens/greenhouses and promotion of fruit and vegetable consumption through gardening activities.

Point of purchase prompts for healthy eating: Cues for healthy eating through product and shelf labeling, prompts and/or other signage to specify healthy food choices.

Government nutrition assistance programs: Reimbursement to food vendors to increase sale and consumption of healthy foods/ beverages and reduce sale and consumption of unhealthy choices among qualifying lower income individuals and families (e.g., WIC, SNAP).

School wellness policies: Comprehensive school policies to address healthy eating, physical activity, and/or BMI assessment in order to reduce childhood obesity.

School physical activity policies and environments: Physical activity standards to increase time spent in structured or unstructured play, sports, or recreation (e.g., PE, recess, breaks, class) and increased access to facilities and equipment (e.g., playgrounds, fields, courts) to support structured or unstructured play, sports, or recreation.

Childcare physical activity policies: Physical activity standards to increase time spent in structured or unstructured play, sports, or recreation in pre-school, daycare, and after-school.

Safe routes to school: Increased access to safe, convenient, and fun opportunities to bicycle or walk to and from school (e.g., traffic safety, sidewalks or bike lanes, Walking School Bus).

Neighborhood availability of parks, playgrounds, trails, and recreation centers: Increased access to facilities that support play, sports, or recreation.

Neighborhood safety (interpersonal): Increased neighborhood safety (e.g., reduced crime rates, reduced physical/social disorder, increased perceptions of safety).

Neighborhood safety (traffic): Increased traffic safety (e.g., increased traffic calming, reduced speed limits, increased street crossing aids, increased street buffers for sidewalks).

Point of decision prompts for physical activity: Increased signage for information/ navigation/ motivation in schools or communities to encourage active choices.

Community design: Improved community design (e.g., land use, proximity between commercial and residential destinations) to support active choices (e.g., transportation, recreation).

Street design: Improved pedestrian-, bicycle-, or transit-oriented design (e.g., reduced building setbacks, increased transit shelters, increased street furniture) to support active choices.

Transportation policies: Improved transportation design standards (e.g., Complete Streets) and incorporation of multi-modal choices in to planning products (e.g., Transit Master Plan).

Screen time: Decreased access to sedentary activities (e.g., reduced TV/computer/video game time, TV turn-off devices, increased active video games) in schools or child care settings.

Adapted from Brennan L, Castro S, Brownson RC, Claus J, Orleans CT. Accelerating evidence reviews and broadening evidence standards to identify effective, promising, and emerging policy and environmental strategies for prevention of childhood obesity. *Annu Rev Public Health* 2011;32:199-223.

Appendix C

Evidence indicators and rating criteria

Indicators	Rating criteria
Evaluation or research design	Experimental, quasi-experimental, prospective cross-sectional studies and natural experiments Design using quantitative or qualitative data
Quality of execution and internal validity (sampling, power, IVs, DVs, effects, subgroup differences, attrition)	Samples include children, families, or communities Samples include racial/ethnic or lower income populations Summative evidence for obesity/ physical activity/ nutrition/ screen time Summative evidence for environmental or policy changes or impacts Summative evidence for cost-effectiveness Internal validity
Reach (external validity, scalability, exposure or participation)	Intervention application to/ responses from children, families, or communities Intervention application to/ responses from racial/ethnic or lower income populations Duration of intervention exposure or participation Capacity to impact large populations Impact on racial/ethnic or lower income populations No harm to populations or subpopulations
Adoption (resources, support, opposition)	Intervention complexity, intensity, duration Intervention costs, personnel, leadership, training Policy/ practice relevance, timeliness, compatibility Political, social, and economic climate
Implementation (formative and process evaluation)	Intervention description (goals, protocols, tools) Use of logic model/ theory/ constructs Community inclusion (assessment, planning, implementation, evaluation) Implementation fidelity/ quality assurance Replication, adaptation, customization
Sustainability	New funding/ support/ resources leveraged Plans (community, leadership transition, training) Dedicated enforcement/maintenance authority (agency, committee)

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